

“Mr. Scott, I really enjoyed observing your classroom on Tuesday. The lesson went very well. I could tell throughout the lesson that you are truly a facilitator of learning. The students were helping one another and your questioning helped them move forward. The collaborative math activity you had them working on was very engaging. Keep up the good work.”

“I was overall impressed with your lesson. Two things you need to focus on are using higher-order questions and engaging every student. Your pacing, on the other hand, was great. You moved flawlessly from one activity to another.”

“I observed your classroom two days ago and I really enjoyed the positive atmosphere. The kids really seem to enjoy your teaching style. One area you need to work on is engaging the kids from bell-to-bell. I noticed that it took seven minutes to get the class started and the students were finished up three minutes before the end of class. This would have been a perfect time to do an exit slip. But, it is obvious your kids respect you and one another by the discussion they took part in.”

“You obviously don’t think our PLC meetings are important or you would make them a priority.”

“A few weeks ago I came in and observed your classroom. Let me look at my notes. Oh, here it is. Yes, you really need to work on the classroom climate.”

“It seems that every time I observe your classroom, you are always a few days behind in your lesson plans.”

“Last year, we had to speak to you a couple of times about professional dress. Now we are talking to you about your classroom management.”

“I do not see enough differentiation in your instruction. Tomorrow when I come through, I want to see you differentiating for everyone in the room.”

“The district really needs you to focus on using data to drive your instruction. We just need to see formative assessment minute-by-minute, day-to-day.”

“Ms. Smith, if you don’t mind, while we are meeting, I am going to answer some emails. Your lesson was great. If you don’t care, just sign where I placed the tabs.”

Determining Effective Feedback

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